

DOCUMENT RESUME

ED 135 964

08

CE 009 753

AUTHOR Cooper, Gloria S., Ed.; Magisos, Joel H., Ed.
TITLE Metrics for Offset Printing Press Operation.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE 76
CONTRACT OEC-0-74-9335
NOTE 59p.; For related documents see CE 009 736-790

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Communications; *Curriculum; Instructional Materials; Learning Activities; Mass Media; Measurement Instruments; *Metric System; News Media; *Printing; Secondary Education; Teaching Techniques; Units of Study; *Vocational Education

ABSTRACT

Designed to meet the job-related metric measurement needs of offset printing press operation students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

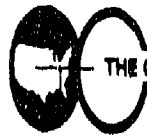
ED135964

metrics for metrics for
for metrics for metrics
metrics for metrics for
for metrics for metrics
metrics for metrics for
for metrics for metrics
metrics for metrics for
for metrics metrics for

offset printing press operation

for metric metrics
metrics to cs for

CE 009 753



THE CENTER FOR VOCATIONAL EDUCATION



TEACHING AND LEARNING THE METRIC SYSTEM

This metric instructional package was designed to meet job-related metric measurement needs of students. To use this package students should already know the occupational terminology, measurement terms, and tools currently in use. These materials were prepared with the help of experienced vocational teachers, reviewed by experts, tested in classrooms in different parts of the United States, and revised before distribution.

Each of the five units of instruction contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of this package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers.

Classroom experiences with this instructional package suggest the following teaching-learning strategies:

1. Let the first experiences be informal to make learning the metric system fun.
2. Students learn better when metric units are compared to familiar objects. Everyone should learn to "think metric." Comparing metric units to customary units can be confusing.
3. Students will learn quickly to estimate and measure in metric units by "doing."
4. Students should have experience with measuring activities before getting too much information.
5. Move through the units in an order which emphasizes the simplicity of the metric system (e.g., length to area to volume).
6. Teach one concept at a time to avoid overwhelming students with too much material.

Unit 1 is a general introduction to the metric system of measurement which provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation is explained.

Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks.

Unit 3 focuses on job-related metric equivalents and their relationships.

Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments.

Unit 5 is designed to give students practice in converting customary and metric measurements. Students should learn to "think metric" and avoid comparing customary and metric units. However, skill with conversion tables will be useful during the transition to metric in each occupation.

Using These Instructional Materials

This package was designed to help students learn a core of knowledge about the metric system which they will use on the job. The exercises facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring.

This instructional package also was designed to accommodate a variety of individual teaching and learning styles. Teachers are encouraged to adapt these materials to their own classes. For example, the information sheets may be given to students for self-study. References may be used as supplemental resources. Exercises may be used in independent study, small groups, or whole-class activities. All of the materials can be expanded by the teacher.

Gloria S. Cooper
Joel H. Magisos
Editors

This publication was developed pursuant to contract No. OEC-0-74-9335 with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

UNIT 1

SUGGESTED TEACHING SEQUENCE

1. These introductory exercises may require two or three teaching periods for all five areas of measurement.
2. Exercises should be followed in the order given to best show the relationship between length, area, and volume.
3. Assemble the metric measuring devices (rules, tapes, scales, thermometers, and measuring containers) and objects to be measured.*
4. Set up the equipment at work stations for use by the whole class or as individualized resource activities.
5. Have the students estimate, measure, and record using Exercises 1 through 5.
6. Present information on notation and make Table 1 available.
7. Follow up with group discussion of activities.

*Other school departments may have devices which can be used. Metric suppliers are listed in the reference section.

OBJECTIVES

The student will demonstrate these skills for the Linear, Area, Volume or Capacity, Mass, and Temperature Exercises, using the metric terms and measurement devices listed here.

SKILLS	EXERCISES				
	Linear (pp. 3 - 4)	Area (pp. 5 - 6)	Volume or Capacity (pp. 7 - 8)	Mass (pp. 9 - 10)	Temperature (p. 11)
1. Recognize and use the unit and its symbol for:	millimetre (mm)	square centimetre (cm ²)	cubic centimetre (cm ³)	gram (g)	degree Celsius (°C)
2. Select, use, and read the appropriate measuring instruments for:	centimetre (cm)	square metre (m ²)	cubic metre (m ³)	kilogram (kg)	
3. State or show a physical reference for:	metre (m)		litre (l)		
			millilitre (ml)		
4. Estimate within 25% of the actual measure	height, width, or length of objects	the area of a given surface	capacity of containers	the mass of objects in grams and kilograms	the temperature of the air or a liquid
5. Read correctly	metre stick, metric tape measure, and metric ruler		measurements on graduated volume measuring devices	a kilogram scale and a gram scale	A Celsius thermometer



RULES OF NOTATION

1. Symbols are not capitalized unless the unit is a proper name (mm not MM).
2. Symbols are not followed by periods (m not m.).
3. Symbols are not followed by an s for plurals (25 g not 25 gs).
4. A space separates the numerals from the unit symbols (4 l not 4l).
5. Spaces, not commas, are used to separate large numbers into groups of three digits (45 271 km not 45,271 km).
6. A zero precedes the decimal point if the number is less than one (0.52 g not .52 g).
7. Litre and metre can be spelled either with an -re or -er ending.



THE CENTER FOR VOCATIONAL EDUCATION

METRIC UNITS, SYMBOLS, AND REFERENTS

Quantity	Metric Unit	Symbol	Useful Referents
Length	millimetre	mm	Thickness of dime or paper clip wire
	centimetre	cm	Width of paper clip
	metre	m	Height of door about 2 m
	kilometre	km	12-minute walking distance
Area	square centimetre	cm ²	Area of this space 
	square metre	m ²	Area of card table top
	hectare	ha	Football field including sidelines and end zones
Volume and Capacity	millilitre	ml	Teaspoon is 5 ml
	litre	l	A little more than 1 quart
	cubic centimetre	cm ³	Volume of this container 
	cubic metre	m ³	A little more than a cubic yard
Mass	milligram	mg	Apple seed about 10 mg, grain of salt, 1 mg
	gram	g	Nickel about 5 g
	kilogram	kg	Webster's Collegiate Dictionary
	metric ton (1 000 kilograms)	t	Volkswagen Beetle

METRIC PREFIXES

Multiples and Submultiples	Prefixes	Symbols
1 000 000 = 10 ⁶	mega (měg'á)	M
1 000 = 10 ³	kilo (kíl'ō)	k
100 = 10 ²	hecto (hěk'tō)	h
10 = 10 ¹	deka (děk'á)	da
Base Unit = 10 ⁰		
0.1 = 10 ⁻¹	deci (děš'í)	d
0.01 = 10 ⁻²	centi (sěh'ti)	c
0.001 = 10 ⁻³	milli (míl'í)	m
0.000 001 = 10 ⁻⁶	micro (mĩ'krō)	μ

Table 1-b



THE CENTER FOR VOCATIONAL EDUCATION

Table 1-a

LINEAR MEASUREMENT ACTIVITIES

Metre, Centimetre, Millimetre

I. THE METRE (m)

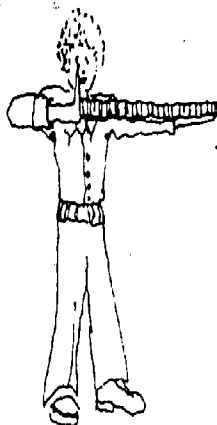
A. DEVELOP A FEELING FOR THE SIZE OF A METRE

1. Pick up one of the metre sticks and stand it up on the floor. Hold it in place with one hand. Walk around the stick. Now stand next to the stick. With your other hand, touch yourself where the top of the metre stick comes on you.



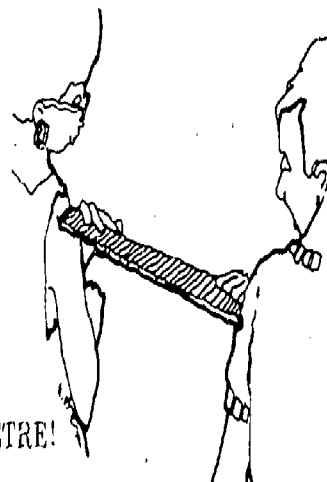
THAT IS HOW HIGH A METRE IS!

2. Hold one arm out straight at shoulder height. Put the metre stick along this arm until the end hits the end of your fingers. Where is the other end of the metre stick? Touch yourself at that end.



THAT IS HOW LONG A METRE IS!

3. Choose a partner to stand at your side. Move apart so that you can put one end of a metre stick on your partner's shoulder and the other end on your shoulder. Look at the space between you.



THAT IS THE WIDTH OF A METRE!

B. DEVELOP YOUR ABILITY TO ESTIMATE IN METRES

Now you will improve your ability to estimate in metres. Remember where the length and height of a metre was on your body.

For each of the following items:

Estimate the size of the items and write your estimate in the ESTIMATE column. Measure the size with your metre stick and write the answer in the MEASUREMENT column.

Decide how close your estimate was to the actual measure. If your estimate was within 25% of the actual measure you are a "Metric Marvel."

	Estimate (m)	Measurement (m)	How Close Were You?
1. Height of door knob from floor.	_____	_____	_____
2. Height of door.	_____	_____	_____
3. Length of table.	_____	_____	_____
4. Width of table.	_____	_____	_____
5. Length of wall of this room.	_____	_____	_____
6. Distance from you to wall.	_____	_____	_____



THE CENTER FOR VOCATIONAL EDUCATION

Exercise 1

(continued on next page)

II. THE CENTIMETRE (cm)

There are 100 centimetres in one metre. If there are 4 metres and 3 centimetres, you write 403 cm [(4 x 100 cm) + 3 cm = 400 cm + 3 cm].

A. DEVELOP A FEELING FOR THE SIZE OF A CENTIMETRE

1. Hold the metric ruler against the width of your thumbnail. How wide is it? _____ cm
2. Measure your thumb from the fir _____ cm
3. Use the metric ruler to find the width of your palm. _____ cm
4. Measure your index or pointing finger. How long is it? _____ cm
5. Measure your wrist with a tape measure. What is the distance around it? _____ cm
6. Use the tape measure to find your waist size. _____ cm

B. DEVELOP YOUR ABILITY TO ESTIMATE IN CENTIMETRES

You are now ready to estimate in centimetres. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (cm)	Measurement (cm)	How Close Were You?
1. Length of a paper clip.	_____	_____	_____
2. Diameter (width) of a coin.	_____	_____	_____
3. Width of a postage stamp.	_____	_____	_____
4. Length of a pencil.	_____	_____	_____
5. Width of a sheet of paper.	_____	_____	_____

III. THE MILLIMETRE (mm)

There are 10 millimetres in one centimetre. When a measurement is 2 centimetres and 5 millimetres, you write 25 mm [(2 x 10 mm) + 5 mm = 20 mm + 5 mm]. There are 1 000 mm in 1 m.

A. DEVELOP A FEELING FOR THE SIZE OF A MILLIMETRE

Using a ruler marked in millimetres, measure:

1. Thickness of a paper clip wire. _____ mm
2. Thickness of your fingernail. _____ mm
3. Width of your fingernail. _____ mm
4. Diameter (width) of a coin. _____ mm
5. Diameter (thickness) of your pencil. _____ mm
6. Width of a postage stamp. _____ mm

B. DEVELOP YOUR ABILITY TO ESTIMATE IN MILLIMETRES

You are now ready to estimate in millimetres. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (mm)	Measurement (mm)	How Close Were You?
1. Thickness of a nickel.	_____	_____	_____
2. Diameter (thickness) of a bolt.	_____	_____	_____
3. Length of a bolt.	_____	_____	_____
4. Width of a sheet of paper.	_____	_____	_____
5. Thickness of a board or desk top.	_____	_____	_____
6. Thickness of a button.	_____	_____	_____

AREA MEASUREMENT ACTIVITIES

Square Centimetre, Square Metre

WHEN YOU DESCRIBE THE AREA OF SOMETHING, YOU ARE SAYING HOW MANY SQUARES OF A GIVEN SIZE IT TAKES TO COVER THE SURFACE.

I. THE SQUARE CENTIMETRE (cm^2)

A. DEVELOP A FEELING FOR A SQUARE CENTIMETRE

1. Take a clear plastic grid. Use the grid on page 6.
2. Measure the length and width of one of these small squares with a centimetre ruler.

THAT IS ONE SQUARE CENTIMETRE!

3. Place your fingernail over the grid. About how many squares does it take to cover your fingernail?
_____ cm^2
4. Place a coin over the grid. About how many squares does it take to cover the coin? _____ cm^2
5. Place a postage stamp over the grid. About how many squares does it take to cover the postage stamp?
_____ cm^2
6. Place an envelope over the grid. About how many squares does it take to cover the envelope?
_____ cm^2
7. Measure the length and width of the envelope in centimetres. Length _____ cm; width _____ cm. Multiply to find the area in square centimetres.
_____ cm x _____ cm = _____ cm^2 . How close are the answers you have in 6. and in 7.?

B. DEVELOP YOUR ABILITY TO ESTIMATE IN SQUARE CENTIMETRES

You are now ready to develop your ability to estimate in square centimetres.

Remember the size of a square centimetre. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (cm^2)	Measurement (cm^2)	How Close Were You?
1. Index card.	_____	_____	_____
2. Book cover.	_____	_____	_____
3. Photograph.	_____	_____	_____
4. Window pane or desk top.	_____	_____	_____

II. THE SQUARE METRE (m^2)

A. DEVELOP A FEELING FOR A SQUARE METRE

1. Tape four metre sticks together to make a square which is one metre long and one metre wide.
2. Hold the square up with one side on the floor to see how big it is.
3. Place the square on the floor in a corner. Step back and look. See how much floor space it covers.
4. Place the square over a table top or desk to see how much space it covers.
5. Place the square against the bottom of a door. See how much of the door it covers. How many squares would it take to cover the door? _____ m^2

THIS IS HOW BIG A SQUARE METRE IS!



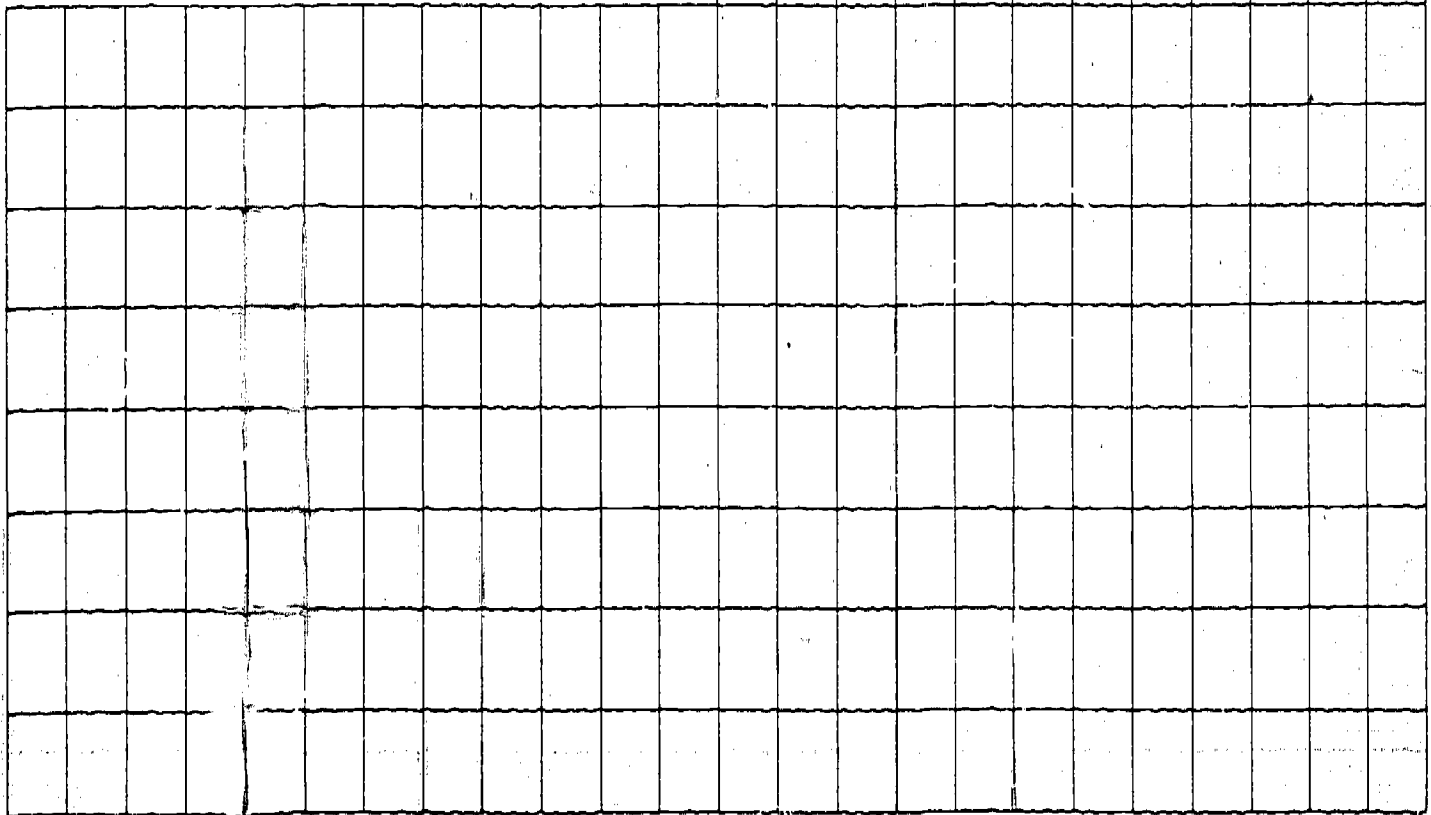
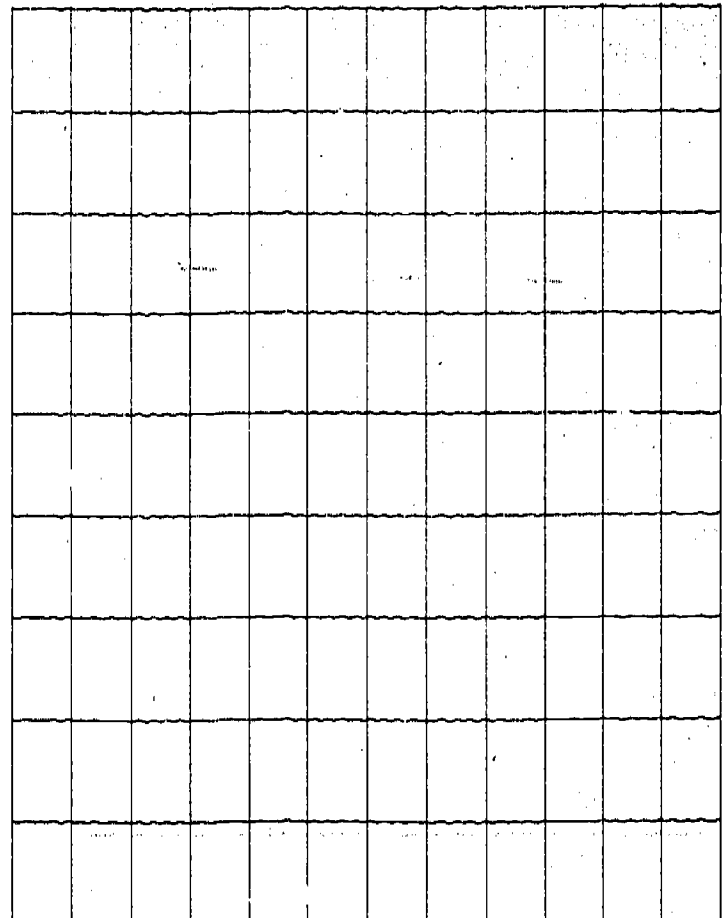
THE CENTER FOR VOCATIONAL EDUCATION

B. DEVELOP YOUR ABILITY TO ESTIMATE IN SQUARE METRES

You are now ready to estimate in square metres. Follow the procedures used for estimating in metres.

	Estimate (m ²)	Measurement (m ²)	How Close Were You?
1. Door.	_____	_____	_____
2. Full sheet of newspaper.	_____	_____	_____
3. Chalkboard or bulletin board.	_____	_____	_____
4. Floor.	_____	_____	_____
5. Wall.	_____	_____	_____
6. Wall chart or poster.	_____	_____	_____
7. Side of file cabinet.	_____	_____	_____

CENTIMETRE GRID



VOLUME MEASUREMENT ACTIVITIES

Cubic Centimetre, Litre, Millilitre, Cubic Metre

I. THE CUBIC CENTIMETRE (cm^3)

A. DEVELOP A FEELING FOR THE CUBIC CENTIMETRE

1. Pick up a colored plastic cube. Measure its length, height, and width in centimetres.

THAT IS ONE CUBIC CENTIMETRE!

2. Find the volume of a plastic litre box.

a. Place a ROW of cubes against the bottom of one side of the box. How many cubes fit in the row? _____

b. Place another ROW of cubes against an adjoining side of the box. How many rows fit inside the box to make one layer of cubes? _____

How many cubes in each row? _____

How many cubes in the layer in the bottom of the box? _____

c. Stand a ROW of cubes up against the side of the box. How many LAYERS would fit in the box? _____

How many cubes in each layer? _____

How many cubes fit in the box altogether? _____

THE VOLUME OF THE BOX IS _____ CUBIC CENTIMETRES.

d. Measure the length, width, and height of the box in centimetres. Length _____ cm; width _____ cm; height _____ cm. Multiply these numbers to find the volume in cubic centimetres.

_____ cm x _____ cm x _____ cm = _____ cm^3 .

Are the answers the same in c. and d.?

B. DEVELOP YOUR ABILITY TO ESTIMATE IN CUBIC CENTIMETRES

You are now ready to develop your ability to estimate in cubic centimetres.

Remember the size of a cubic centimetre. For each of the following items, use the procedures for estimating in metres.

	Estimate (cm^3)	Measurement (cm^3)	How Close Were You?
1. Index card file box.	_____	_____	_____
2. Freezer container.	_____	_____	_____
3. Paper clip box.	_____	_____	_____
4. Box of staples.	_____	_____	_____

II. THE LITRE (l)

A. DEVELOP A FEELING FOR A LITRE

1. Take a one litre beaker and fill it with water.
2. Pour the water into paper cups, filling each as full as you usually do. How many cups do you fill?

THAT IS HOW MUCH IS IN ONE LITRE!

3. Fill the litre container with rice.

THAT IS HOW MUCH IT TAKES TO FILL A ONE LITRE CONTAINER!



B. DEVELOP YOUR ABILITY TO ESTIMATE IN LITRES

You are now ready to develop your ability to estimate in litres. To write two and one-half litres, you write 2.5 l, or 2.5 litres. To write one-half litre, you write 0.5 l, or 0.5 litre. To write two and three-fourths litres, you write 2.75 l, or 2.75 litres.

For each of the following items, use the procedures for estimating in metres.

	Estimate (l)	Measurement (l)	How Close Were You?
1. Medium-size freezer container.	_____	_____	_____
2. Large freezer container.	_____	_____	_____
3. Small freezer container.	_____	_____	_____
4. Bottle or jug.	_____	_____	_____

III. THE MILLILITRE (ml)

There are 1 000 millilitres in one litre. $1\ 000\ \text{ml} = 1\ \text{litre}$. Half a litre is 500 millilitres, or $0.5\ \text{litre} = 500\ \text{ml}$.

A. DEVELOP A FEELING FOR A MILLILITRE

1. Examine a centimetre cube. Anything which holds $1\ \text{cm}^3$ holds 1 ml.
2. Fill a 1 millilitre measuring spoon with rice. Empty the spoon into your hand. Carefully pour the rice into a small pile on a sheet of paper.

THAT IS HOW MUCH ONE MILLILITRE IS!

3. Fill the 5 ml spoon with rice. Pour the rice into another pile on the sheet of paper.

THAT IS 5 MILLILITRES, OR ONE TEASPOON!

4. Fill the 15 ml spoon with rice. Pour the rice into a third pile on the paper.

THAT IS 15 MILLILITRES, OR ONE TABLESPOON!

B. DEVELOP YOUR ABILITY TO ESTIMATE IN MILLILITRES

You are now ready to estimate in millilitres. Follow the procedures used for estimating metres.

	Estimate (ml)	Measurement (ml)	How Close Were You?
1. Small juice can.	_____	_____	_____
2. Paper cup or tea cup.	_____	_____	_____
3. Soft drink can.	_____	_____	_____
4. Bottle.	_____	_____	_____

IV. THE CUBIC METRE (m^3)

A. DEVELOP A FEELING FOR A CUBIC METRE

1. Place a one metre square on the floor next to the wall.
2. Measure a metre UP the wall.
3. Picture a box that would fit into that space.

THAT IS THE VOLUME OF ONE CUBIC METRE!

B. DEVELOP YOUR ABILITY TO ESTIMATE IN CUBIC METRES

For each of the following items, follow the estimating procedures used before.

	Estimate (m^3)	Measurement (m^3)	How Close Were You?
1. Office desk.	_____	_____	_____
2. File cabinet.	_____	_____	_____
3. Small room.	_____	_____	_____

TEMPERATURE MEASUREMENT ACTIVITIES

Degree Celsius

I. DEGREE CELSIUS ($^{\circ}\text{C}$)

Degree Celsius ($^{\circ}\text{C}$) is the metric measure for temperature.

A. DEVELOP A FEELING FOR DEGREE CELSIUS

Take a Celsius thermometer. Look at the marks on it.

- Find 0 degrees.

WATER FREEZES AT ZERO DEGREES CELSIUS (0°C)

WATER BOILS AT 100 DEGREES CELSIUS (100°C)

- Find the temperature of the room. _____ $^{\circ}\text{C}$. Is the room cool, warm, or about right?
- Put some hot water from the faucet into a container. Find the temperature. _____ $^{\circ}\text{C}$. Dip your finger quickly in and out of the water. Is the water very hot, hot, or just warm?
- Put some cold water in a container with a thermometer. Find the temperature. _____ $^{\circ}\text{C}$. Dip your finger into the water. Is it cool, cold, or very cold?
- Bend your arm with the inside of your elbow around the bottom of the thermometer. After about three minutes find the temperature. _____ $^{\circ}\text{C}$. Your skin temperature is not as high as your body temperature.

NORMAL BODY TEMPERATURE IS 37 DEGREES CELSIUS (37°C).

A FEVER IS 39°C .

A VERY-HIGH FEVER IS 40°C .

B. DEVELOP YOUR ABILITY TO ESTIMATE IN DEGREES CELSIUS

For each item, ESTIMATE and write down how many degrees Celsius you think it is. Then measure and write the MEASUREMENT. See how close your estimates and actual measurements are.

	Estimate ($^{\circ}\text{C}$)	Measurement ($^{\circ}\text{C}$)	How Close Were You?
1. Mix some hot and cold water in a container. Dip your finger into the water.	_____	_____	_____
2. Pour out some of the water. Add some hot water. Dip your finger <u>quickly</u> into the water.	_____	_____	_____
3. Outdoor temperature.	_____	_____	_____
4. Sunny window sill.	_____	_____	_____
5. Mix of ice and water.	_____	_____	_____
6. Temperature at floor.	_____	_____	_____
7. Temperature at ceiling.	_____	_____	_____



THE CENTER FOR VOCATIONAL EDUCATION

UNIT 2

OBJECTIVES

Student will recognize and use the metric units, and symbols used in this occupation.

Given a metric unit, state its use in this occupation.

Given a measurement task in this occupation, select the appropriate metric unit and measurement tool.

SUGGESTED TEACHING SEQUENCE

Assemble metric measurement tools (rules, tapes, scales, thermometers, etc.) and objects related to this occupation.

Discuss with students how to read the tools.

Present and have students discuss Information Sheet 2 and Table 2.

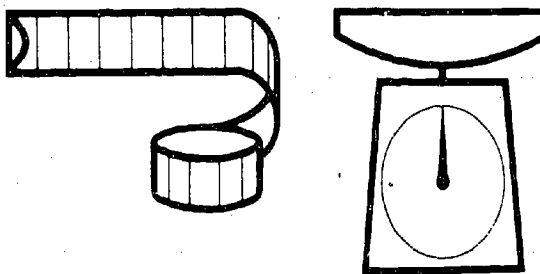
Have students learn occupationally-related metric measurements by completing Exercises 6 and 7.

Test performance by using Section A of Testing Metric Abilities."

METRICS IN THIS OCCUPATION

Changeover to the metric system is under way. Large corporations are already using metric measurement to compete in the world market. The metric system has been used in various parts of industrial and scientific communities for years. Legislation, passed in 1975, authorizes an orderly transition to use of the metric system. As business and industries make this metric changeover, employees will need to use metric measurement in job-related tasks.

Table 2 lists those metric terms which are most commonly used in this occupation. These terms are replacing the measurement units used currently. What kinds of job-related tasks use measurement? Think of the many different kinds of measurements you now make and use Table 2 to discuss the metric terms which replace them. See if you can add to the list of uses beside each metric term.



Metric Units for Offset Press Operation

Quantity	Unit	Symbol	Use
Length	millimetre	mm	Plates, blanket, paper, margins
	centimetre	cm	
Mass	gram	g	Ink, dryer, etch gun
	kilogram	kg	Press weight, spray powder
Area	square millimetre	mm ²	Paper, card stock, oil span
	square centimetre	cm ²	
	square metre	m ²	Materials
Volume/Capacity	millilitre	ml	Water, alcohol, wash-up, spray powder, solution**
	litre	l	
	cubic centimetre	cm ³	Press solution tanks**
Pressure	kilopascal	kPa	Air pressure and vacuum settings
Temperature	degree Celsius	°C	Room temperature, solution temperature
Dilutions/Concentrations	millilitres per litre	ml/l	Diluting rubber cement, mixing solutions
	grams per litre	g/l	Mixing solutions
Application rates	millilitres per square metre	ml/m ²	Estimating materials needed and applying materials
	grams per square metre	g/m ²	

*Either centimetres or millimetres may be used. A final decision has not been made by U.S. manufacturers. To obtain current information contact the National Association of Photographic Manufacturers.

**Capacities of tanks, trays, and reservoirs can be given either in terms of liquid capacity (millilitres and litres) or in terms of cubic volume (cubic centimetres) of the inside space.



TRYING OUT METRIC UNITS

To give you practice with metric units, first estimate the measurements of the items below. Write down your best guess next to the item. Then actually measure the item and write down your answers using the correct metric symbols. The more you practice, the easier it will be.

	Estimate	Actual
Length		
1. Palm width		
2. Hand span		
3. Your height		
4. Lab press height		
5. Lab press length		
6. Lab press width		
7. Card stock length		
8. Card stock width		
9. Paper length		
Area		
10. Press sheet size - maximum		
11. Press sheet size - minimum		
12. Lab press floor space		
13. Oil span for lab press		
14. Card stock		
Volume/Capacity		
15. Measuring graduate (metric)		

	Estimate	Actual
16. Fountain etch jug		
17. Press solution tank		
18. Plate finisher bottle		
19. Alcohol safety can		
20. Hand cleaner container		
21. Partly-filled bottle		
22. Stockroom or storage space		
Mass		
23. Yourself		
24. A litre of water (net)		
25. Can of ink		
26. Container of alcohol		
27. Package of paper		
28. Box of paper stock		
Temperature		
29. Room		
30. Outside		
31. Lab press room		
32. Hot tap water		



PRINTING WITH METRICS

It is important to know what metric measurement to use. Show what measurement to use in the following situations.

1. Maximum printing area of lab press

2. Amount of alcohol in normal fountain solution

3. Spray powder

4. Plate to blanket pressure

5. Impression cylinder setting for 4.4 kg bond paper

6. Gripper margin of lab press

7. Initial air blast setting

8. Blanket size for lab press

9. Overpacking of blanket cylinder necessary for proper printing pressure

10. Undercut of plate cylinder on lab press

11. Plate thickness range for lab press

12. Feeder capacity of lab press

13. Delivery capacity of lab press

14. Diameter of ink dampener roller on lab press

15. Diameter of ink form rollers

16. Weight of lab press

17. Paper thickness

18. A quantity of printing ink

19. The combined thickness of a blanket and packing

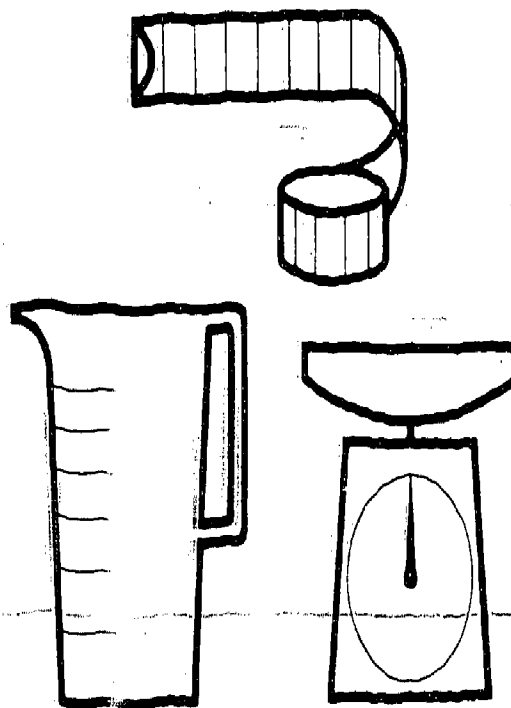
20. Maximum image area of a lab press

21. Dimensions of a lab press:

a. Height

b. Length

c. Width



Exercise 7

UNIT 3

OBJECTIVE

The student will recognize and use metric equivalents.

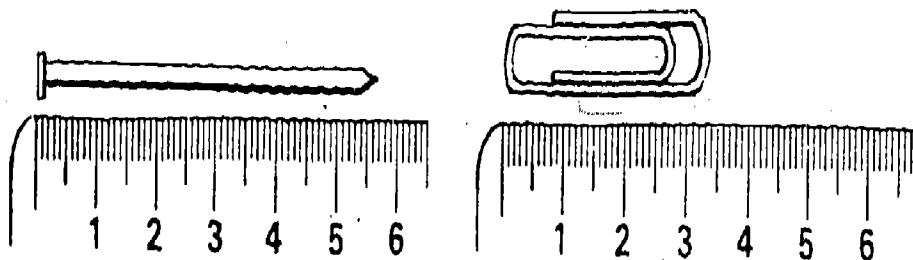
- Given a metric unit, state an equivalent in a larger or smaller metric unit.

SUGGESTED TEACHING SEQUENCE

1. Make available the Information Sheets (3-8) and the associated Exercises (8-14), one at a time.
2. As soon as you have presented the Information, have the students complete each Exercise.
3. Check their answers on the page titled ANSWERS TO EXERCISES AND TEST.
4. Test performance by using Section B of "Testing Metric Abilities."

METRIC-METRIC EQUIVALENTS

Centimetres and Millimetres



Look at the picture of the nail next to the ruler. The nail is 57 mm long. This is 5 cm + 7 mm. There are 10 mm in each cm, so 1 mm = 0.1 cm (one-tenth of a centimetre). This means that 7 mm = 0.7 cm, so 57 mm = 5 cm + 7 mm
 $= 5 \text{ cm} + 0.7 \text{ cm}$
 $= 5.7 \text{ cm}$. Therefore 57 mm is the same as 5.7 cm.

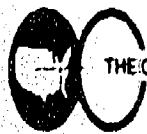
Now measure the paper clip. It is 34 mm. This is the same as 3 cm + _____ mm. Since each millimetre is 0.1 cm (one-tenth of a centimetre), 4 mm = _____ cm. So the paper clip is 34 mm = 3 cm + 4 mm
 $= 3 \text{ cm} + 0.4 \text{ cm}$
 $= 3.4 \text{ cm}$. This means that 34 mm is the same as 3.4 cm.

Information Sheet 3

Now you try some.

- | | |
|----------------------|------------------------|
| a) 26 mm = _____ cm | e) 132 mm = _____ cm |
| b) 583 mm = _____ cm | f) 802 mm = _____ cm |
| c) 94 mm = _____ cm | g) 1 400 mm = _____ cm |
| d) 680 mm = _____ cm | h) 2 307 mm = _____ cm |

Exercise 8



THE CENTER FOR VOCATIONAL EDUCATION

Metres, Centimetres, and Millimetres

There are 100 centimetres in one metre. Thus,

$$2 \text{ m} = 2 \times 100 \text{ cm} = 200 \text{ cm},$$

$$3 \text{ m} = 3 \times 100 \text{ cm} = 300 \text{ cm},$$

$$8 \text{ m} = 8 \times 100 \text{ cm} = 800 \text{ cm},$$

$$36 \text{ m} = 36 \times 100 \text{ cm} = 3\,600 \text{ cm}.$$

There are 1 000 millimetres in one metre, so

$$2 \text{ m} = 2 \times 1\,000 \text{ mm} = 2\,000 \text{ mm},$$

$$3 \text{ m} = 3 \times 1\,000 \text{ mm} = 3\,000 \text{ mm},$$

$$6 \text{ m} = 6 \times 1\,000 \text{ mm} = 6\,000 \text{ mm},$$

$$24 \text{ m} = 24 \times 1\,000 \text{ mm} = 24\,000 \text{ mm}.$$

From your work with decimals you should know that

one-half of a metre can be written 0.5 m (five-tenths of a metre),

one-fourth of a centimetre can be written 0.25 cm

(twenty-five hundredths of a centimetre).

This means that if you want to change three-fourths of a metre to millimetres, you would multiply by 1 000. So

$$0.75 \text{ m} = 0.75 \times 1\,000 \text{ mm}$$

$$= \frac{75}{100} \times 1\,000 \text{ mm}$$

$$= 75 \times \frac{1\,000}{100} \text{ mm}$$

$$= 75 \times 10 \text{ mm}$$

$$= 750 \text{ mm. This means that } 0.75 \text{ m} = 750 \text{ mm}.$$

Information Sheet 4

Fill in the following chart.

metre m	centimetre cm	millimetre mm
1	100	1 000
2	200	
3		
9		
		5 000
74		
0.8	80	
0.6		600
	2.5	25
		148
	639	

Exercise 9

Millilitres to Litres

There are 1 000 millilitres in one litre. This means that

2 000 millilitres is the same as 2 litres,

3 000 ml is the same as 3 litres,

4 000 ml is the same as 4 litres,

12 000 ml is the same as 12 litres.

Since there are 1 000 millilitres in each litre, one way to change millilitres to litres is to divide by 1 000. For example,

$$\text{Or } 1\,000 \text{ ml} = \frac{1\,000}{1\,000} \text{ litre} = 1 \text{ litre}.$$

$$2\,000 \text{ ml} = \frac{2\,000}{1\,000} \text{ litres} = 2 \text{ litres}.$$

And, as a final example,

$$28\,000 \text{ ml} = \frac{28\,000}{1\,000} \text{ litres} = 28 \text{ litres}.$$

What if something holds 500 ml? How many litres is this? This is worked the same way.

$$500 \text{ ml} = \frac{500}{1\,000} \text{ litre} = 0.5 \text{ litre (five-tenths of a litre)}. \text{ So } 500 \text{ ml is the same as one-half (0.5) of a litre.}$$

Change 57 millilitres to litres.

$$57 \text{ ml} = \frac{57}{1\,000} \text{ litre} = 0.057 \text{ litre (fifty-seven thousandths of a litre).}$$

Information Sheet 5

Now you try some. Complete the following chart.

millilitres (ml)	litres (l)
3 000	3
6 000	
	8
14 000	
	23
300	0.3
700	
	0.9
250	
	0.47
275	

Exercise 10

Litres to Millilitres

What do you do if you need to change litres to millilitres? Remember, there are 1 000 millilitres in one litre, or 1 litre = 1 000 ml.

So,

$$2 \text{ litres} = 2 \times 1\,000 \text{ ml} = 2\,000 \text{ ml},$$

$$7 \text{ litres} = 7 \times 1\,000 \text{ ml} = 7\,000 \text{ ml},$$

$$13 \text{ litres} = 13 \times 1\,000 \text{ ml} = 13\,000 \text{ ml},$$

$$0.65 \text{ litre} = 0.65 \times 1\,000 \text{ ml} = 650 \text{ ml}.$$

Information Sheet 6

Now you try some. Complete the following chart.

litres l	millilitres ml
8	8 000
5	
46	
	32 000
0.4	
0.53	
	480

Exercise 11

Grams to Kilograms

There are 1 000 grams in one kilogram. This means that

2 000 grams is the same as 2 kilograms,

5 000 g is the same as 5 kg,

700 g is the same as 0.7 kg, and so on.

To change from grams to kilograms, you use the same procedure for changing from millilitres to litres.

Information Sheet 7

Try the following ones.

grams g	kilograms kg
4 000	4
9 000	
23 000	
	8
300	
275	

Exercise 12

Kilograms to Grams

To change kilograms to grams, you multiply by 1 000.

$$4 \text{ kg} = 4 \times 1\,000 \text{ g} = 4\,000 \text{ g},$$

$$23 \text{ kg} = 23 \times 1\,000 \text{ g} = 23\,000 \text{ g},$$

$$0.75 \text{ kg} = 0.75 \times 1\,000 \text{ g} = 750 \text{ g}.$$

Information Sheet 8

Complete the following chart.

kilograms kg	grams g
7	7 000
11	
	25 000
0.4	
0.63	
	175

Exercise 13

Changing Units at Work

Some of the things you use in this occupation may be measured in different metric units. Practice changing each of the following to metric equivalents by completing these statements.

- 500 cm of paper is _____ m
- 250 ml of solution is _____ l
- 50 cm diameter bottle is _____ mm
- 2 500 g of ink is _____ kg
- 203 mm plate is _____ cm
- 0.25 litre of fountain solution is _____ ml
- 2 000 kg press is _____ t
- 0.5 litre of concentrate is _____ ml
- 2 m cut poster is _____ mm
- 500 g of ink is _____ kg
- 500 ml of gum arabic solution is _____ l
- 0.5 t of paper stock is _____ kg
- 10 m roll of tape is _____ cm
- 2.5 cm diameter roller is _____ mm
- 15 cm ink knife blade is _____ mm

Exercise 14

UNIT 4

OBJECTIVE

The student will recognize and use instruments, tools, and devices for measurement tasks in this occupation.

- Given metric and Customary tools, instruments, or devices, differentiate between metric and Customary.
- Given a measurement task, select and use an appropriate tool, instrument or device.
- Given a metric measurement task, judge the metric quantity within 25% and measure within 5% accuracy.

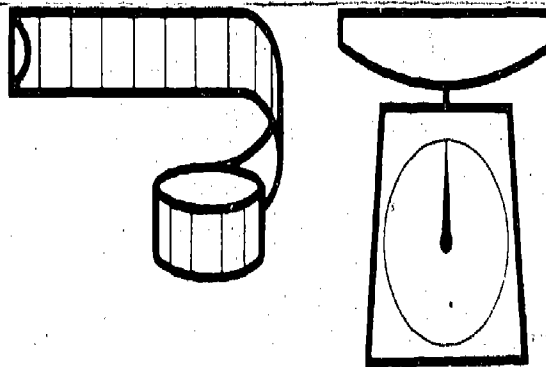
SUGGESTED TEACHING SEQUENCE

1. Assemble metric and Customary measuring tools and devices (rules, scales, $^{\circ}\text{C}$ thermometer, drill bits, wrenches, micrometer, vernier calipers, feeler gages) and display in separate groups at learning stations.
2. Have students examine metric tools and instruments for distinguishing characteristics and compare them with Customary tools and instruments.
3. Have students verbally describe characteristics.
4. Present or make available Information Sheet 9.
5. Mix metric and Customary tools or equipment at learning station. Give students Exercises 15 and 16.
6. Test performance by using Section C of "Testing Metric Abilities."

SELECTING AND USING METRIC INSTRUMENTS, TOOLS AND DEVICES

Selecting an improper tool, misreading a scale or misinterpreting figures can result in improper forms, damaged materials, or injury to self or fellow workers. For example: The weight markings on a new German-built offset press were read as 2000 lbs. instead of 2 000 kilograms (4400 lbs). The press was placed on a 1 ton elevator. The elevator slowly sank to the basement instead of lifting the press to the third floor. Much time and money was lost. Here are some suggestions:

1. Find out in advance whether Customary or metric units, tools, instruments, or products are needed for a given task.
2. Examine the tool or instrument before using it.
3. The metric system is a decimal system. Look for units marked off in whole numbers, tens or tenths, hundreds or hundredths.
4. Look for metric symbols on the tools or gages such as m, mm, kg, g, kPa, etc.
5. Look for decimal fractions (0.25) or decimal mixed fractions (2.50) rather than common fractions.
6. Some products may have a special metric symbol such as a block M to show they are metric.
7. Don't force devices which are not fitting properly.
8. Practice selecting and using tools, instruments, and devices.



WHICH TOOLS FOR THE JOB?

Practice and prepare to demonstrate your ability to *identify, select, and use* metric-scaled tools and instruments for the tasks given below. You should be able to use the measurement tools to the appropriate precision of the tool, instrument, or task.

1. Determine plate thickness.
2. Mix fountain solution.
3. Calculate amount of ink needed for 10,000 sheet run of 420 mm x 594 mm stock.
4. Adjust vacuum for proper sheet feed.
5. Determine floor space needed for additional lab press.
6. Calculate the number of sheets of paper in feed pile.
7. Determine blanket to impression cylinder pressure.
8. Measure dryer and varnish to be added to ink.
9. Determine amount of packing for plate cylinder.
10. Order diameter change in No. 1 form roller.
11. Check the blanket and plate packing.
12. Determine capacity of a fountain solution bottle.

MEASURING UP IN PRINTING

For the tasks below, estimate the metric measurement to within 25% of actual measurement, and verify the estimation by measuring to within 5% of actual measurement.

	Estimate	Verify
1. Thickness of new offset blanket		
2. Sheet of paper:		
a. Length		
b. Width		
3. Number of sheets of No. 20 bond paper in stack 90 cm high		
4. Size of new offset blanket:		
a. Length		
b. Width		
5. Temperature of:		
a. Lab		
b. Outside		
c. Paper storage area		
6. Volume of carton containing jugs of concentrate		
7. Spacing of ink fountain setting keys		
8. Working area needed for lab press		
9. Mass of large can of ink		
10. Volume of plate developer remaining in partially full container		
11. Amount of dry spray to replenish drum		
12. Height of 100 sheets of No. 110 card stock		

UNIT 5

OBJECTIVE

The student will recognize and use metric and Customary units interchangeably in ordering, selling, and using products and supplies in this occupation.

- Given a Customary (or metric) measurement, find the metric (or Customary) equivalent on a conversion table.
- Given a Customary unit, state the replacement unit.

SUGGESTED TEACHING SEQUENCE

- Assemble packages and containers of materials.
- Present or make available Information Sheet 10 and Table 3.
- Have students find approximate metric-Customary equivalents by using Exercise 17.
- Test performance by using Section D of "Testing Metric Abilities."

METRIC-CUSTOMARY EQUIVALENTS

During the transition period there will be a need for finding equivalents between systems. Conversion tables list calculated equivalents between the two systems. When a close equivalent is needed, a conversion table can be used to find it. Follow these steps:

- Determine which conversion table is needed.
- Look up the known number in the appropriate column; if not listed, find numbers you can add together to make the total of the known number.
- Read the equivalent(s) from the next column.

Table 3 on the next page gives an example of a metric-Customary conversion table which you can use for practice in finding approximate equivalents. Table 3 can be used with Exercise 17, Part 2 and Part 3.

Below is a table of metric-Customary equivalents which tells you what the metric replacements for Customary units are.* This table can be used with Exercise 17, Part 1 and Part 3. The symbol \approx means "nearly equal to."

1 cm \approx 0.39 inch	1 inch \approx 2.54 cm	1 ml \approx 0.2 tsp	1 tsp \approx 5 ml
1 m \approx 3.28 feet	1 foot \approx 0.305 m	1 ml \approx 0.07 tbsp	1 tbsp \approx 15 ml
1 m \approx 1.09 yards	1 yard \approx 0.91 m	1 l \approx 33.8 fl oz	1 fl oz \approx 29.6 ml
1 km \approx 0.62 mile	1 mile \approx 1.61 km	1 l \approx 4.2 cups	1 cup \approx 237 ml
1 cm ² \approx 0.16 sq in	1 sq in \approx 6.5 cm ²	1 l \approx 2.1 pts	1 pt \approx 0.47 l
1 m ² \approx 10.8 sq ft	1 sq ft \approx 0.09 m ²	1 l \approx 1.06 qt	1 qt \approx 0.95 l
1 m ² \approx 1.2 sq yd	1 sq yd \approx 0.8 m ²	1 l \approx 0.26 gal	1 gal \approx 3.79 l
1 hectare \approx 2.5 acres	1 acre \approx 0.4 hectare	1 gram \approx 0.035 oz	1 oz \approx 28.3 g
1 cm ³ \approx 0.06 cu in	1 cu in \approx 16.4 cm ³	1 kg \approx 2.2 lb	1 lb \approx 0.45 kg
1 m ³ \approx 35.3 cu ft	1 cu ft \approx 0.03 m ³	1 metric ton \approx 2205 lb	1 ton \approx 907.2 kg
1 m ³ \approx 1.3 cu yd	1 cu yd \approx 0.8 m ³	1 kPa \approx 0.145 psi	1 psi \approx 6.895 kPa

*Adapted from *Let's Measure Metric: A Teacher's Introduction to Metric Measurement*. Division of Educational Redesign and Renewal, Ohio Department of Education, 65 S. Front Street, Columbus, OH 43215, 1975.



THE CENTER FOR VOCATIONAL EDUCATION

CONVERSION TABLE

MILLIMETRES TO INCHES

mm	Inches	mm	Inches	mm	Inches	mm	Inches
100	3.93	10	0.39	1	0.04	0.1	0.004
200	7.87	20	0.79	2	0.08	0.2	0.008
300	11.81	30	1.18	3	0.12	0.3	0.012
400	15.74	40	1.57	4	0.16	0.4	0.016
500	19.68	50	1.97	5	0.20	0.5	0.020
600	23.62	60	2.36	6	0.24	0.6	0.024
700	27.56	70	2.76	7	0.28	0.7	0.028
800	31.50	80	3.15	8	0.31	0.8	0.031
900	35.43	90	3.54	9	0.35	0.9	0.035

1 000 mm or 1 metre = 39.37 inches

INCHES TO MILLIMETRES

Inches	mm	Inches	mm	Inches	mm	Inches	mm
1	25.4	.01	0.25	.001	0.03		
2	50.8	.02	0.51	.002	0.05		
3	76.2	.03	0.76	.003	0.08		
4	101.6	.04	1.02	.004	0.10		
5	127.0	.05	1.27	.005	0.13		
6	152.4	.06	1.52	.006	0.15		
7	177.8	.07	1.78	.007	0.18		
8	203.2	.08	2.03	.008	0.20		
9	228.6	.09	2.29	.009	0.23		

10 inches = 254 mm

12 inches or 1 foot = 304.8 mm or 30.48 cm



THE CENTER FOR VOCATIONAL EDUCATION

Table 3

ANY WAY YOU WANT IT

1. You are working in a printing plant. With the change to metric measurement some of the things you order, sell or use are marked only in metric units. You will need to be familiar with appropriate Customary equivalents in order to communicate with customers and suppliers who use Customary units. To develop your skill use the Table on Information Sheet 10 and give the approximate metric quantity (both number and unit) for each of the following Customary quantities.

Customary Quantity	Metric Quantity
a) 5 lbs. of ink	
b) 4 gal. of gum arabic solution	
c) 3/4 in. air hose	
d) 1000 lbs. of paper	
e) 25 in. plates	
f) five-gallon can	
g) 20 lb. drum of dry spray	
h) 24 in. poster board	
i) 1 pt. of cleaner concentrate	
j) 1 fl. oz. of silicone spray	
k) 9 in. card stock	
l) 1/2 in. margin	
m) 2 ft. wide press	
n) 4 in. roller	
o) 15 yd. roll of tape	

2. Use the conversion tables from Table 3 to convert the following:

- a) 0.004 in. = _____ mm
 b) 24 in. = _____ mm
 c) 300 mm = _____ in.
 d) 294 mm = _____ in.

- e) 10 mm = _____ in.
 f) 203 mm = _____ in.
 g) 483 mm = _____ in.
 h) 535 mm = _____ in.
 i) 8 1/2 in. = _____ mm
 j) 11 in. = _____ mm
 k) 14 in. = _____ mm
 l) 17 in. = _____ mm

3. Complete the Requisition Form using the items listed. Convert the Customary quantities to metric before filling out the form. Complete all the information (Date, For, Job No., etc.). Requisition the following printing supplies:

- a) 20 reams of 8 1/2 in. x 11 in. 20 lb. white paper
 b) four 12 oz. cans of black ink
 c) 5 gal. of blanket cleaner solution
 d) fifty 8 3/4 in. x 12 in. paper masters

REQUISITION		
		Date _____
For _____		
Job No. _____ Date Wanted _____		
Deliver to _____		
QTY	UNIT	ITEM
Requested by _____		
Approved by _____		



SECTION A

1. One kilogram is about the mass of a:

[A] nickel
[B] apple seed
[C] basketball
[D] Volkswagen "Beetle"

2. A square metre is about the area of:

[A] this sheet of paper
[B] a card table top
[C] a bedspread
[D] a postage stamp

3. Application rates of ink for paper are normally given in:

[A] grams per square metre
[B] litres per square metre
[C] kilograms per square centimetre
[D] grams per square centimetre

4. The mass of a press is measured in:

[A] centimetres
[B] kilograms
[C] millilitres
[D] cubic metres

5. The correct way to write twenty grams is:

[A] 20 gms
[B] 20 Gm.
[C] 20 g.
[D] 20 g

6. The correct way to write twelve thousand millimetres is:

[A] 12,000 mm.
[B] 12.000 mm
[C] 12 000mm
[D] 12 000 mm

SECTION B

7. A sheet of paper 20 centimetres wide also has a width of:

[A] 200 millimetres
[B] 2 000 millimetres
[C] 2 millimetres
[D] 0.2 millimetre

8. A 7 500 gram drum of dry spray is the same as:

[A] 7 500 kilograms
[B] 7.5 kilograms
[C] 750 000 kilograms
[D] 0.75 kilogram

SECTION C

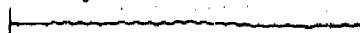
9. For measuring millimetres you would use a:

[A] scale
[B] container
[C] pressure gage
[D] ruler

10. For measuring kilopascals you would use a:

[A] scale
[B] pressure gage
[C] container
[D] ruler

11. Estimate the length of the line segment below:



[A] 23 grams
[B] 6 centimetres
[C] 40 millimetres
[D] 14 pascals

12. Estimate the length of the line segment below:



[A] 10 millimetres
[B] 4 centimetres
[C] 4 pascals
[D] 23 milligrams

SECTION D

13. The metric unit for liquid measure which replaces the fluid ounce is:

[A] litre
[B] gram
[C] millilitre
[D] hectare

14. The metric unit for liquid measure which replaces the gallon is:

[A] kilogram
[B] gram
[C] kilolitre
[D] litre

Use this conversion table to answer questions 15 and 16.

mm	in.	mm	in.
100	3.94	10	0.39
200	7.87	20	0.79
300	11.81	30	1.18
400	15.74	40	1.57
500	19.68	50	1.97
600	23.62	60	2.36
700	27.56	70	2.76
800	31.50	80	3.15
900	35.43	90	3.54

15. The equivalent of 290 mm is:

[A] 7.87 in.
[B] 29.32 in.
[C] 12.00 in.
[D] 11.41 in.

16. The equivalent of 460 mm is:

[A] 11.41 in.
[B] 12.34 in.
[C] 18.10 in.
[D] 24.00 in.



ANSWERS TO EXERCISES AND TEST

25

EXERCISES 1 THRU 6

The answers depend on the items used for the activities.

EXERCISE 7

Currently accepted metric units of measurement for each question are shown in Table 2. Standards in each occupation are being established now, so answers may vary.

EXERCISE 8

- | | |
|------------|-------------|
| a) 2.6 cm | e) 13.2 cm |
| b) 58.3 cm | f) 80.2 cm |
| c) 9.4 cm | g) 140.0 cm |
| d) 68.0 cm | h) 230.7 cm |

EXERCISES 9 THRU 13

Tables are reproduced in total. Answers are in parentheses.

Exercise 9

metre m	centimetre cm	millimetre mm
1	100	1 000
2	200	(2 000)
3	(300)	(3 000)
9	(900)	(9 000)
(5)	(500)	5 000
74	(7 400)	(74 000)
0.8	80	(800)
0.6	(60)	600
(0.025)	2.5	25
(0.148)	(14.8)	148
(6.39)	639	(6 390)

Exercise 10

millilitres ml	litres l
3 000	3
6 000	(6)
(8 000)	8
(14 000)	(14)
(23 000)	23
300	0.3
700	(0.7)
(900)	0.9
250	(0.25)
(470)	0.47
275	(0.275)

Exercise 11

litres l	millilitres ml
8	8 000
5	(5 000)
46	(46 000)
(32)	32 000
0.4	(400)
0.53	(530)
(0.48)	480

Exercise 12

grams g	kilograms kg
4 000	4
9 000	(9)
23 000	(23)
(8 000)	8
300	(0.3)
275	(0.275)

Exercise 13

kilograms kg	grams g
7	7 000
11	(11 000)
(25)	25 000
0.4	(400)
0.63	(630)
(0.175)	175

Exercise 14

- | | |
|------------|--------------|
| a) 5 m | i) 2 000 mm |
| b) 0.25 ml | j) 0.5 kg |
| c) 500 mm | k) 0.5 litre |
| d) 2.5 kg | l) 500 kg |
| e) 20.3 cm | m) 1 000 cm |
| f) 250 ml | n) 25 mm |
| g) 2 t | o) 150 mm |
| h) 500 ml | |

EXERCISES 15 AND 16

The answers depend on the items used for the activities.

EXERCISE 17

Part 1.

- | | |
|-----------------|---------------|
| a) 2.25 kg | i) 0.47 litre |
| b) 15.16 litres | j) 29.6 ml |
| c) 1.905 cm | k) 22.86 cm |
| d) 450 kg | l) 1.27 cm |
| e) 63.5 cm | m) 0.61 m |
| f) 18.95 litres | n) 10.16 cm |
| g) 9 kg | o) 13.65 m |
| h) 60.96 cm | |

Part 2.

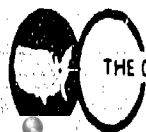
- 0.10 mm
- 609.6 mm
- 11.81 in.
- 11.57 in.
- 0.39 in.
- 7.99 in.
- 19.01 in.
- 21.06 in.
- 215.90 mm
- 279.4 mm
- 355.6 mm
- 431.8 mm

Part 3.

- 20 - 21.59 cm x 27.94 cm, 9 kg
- 4 - 339.6 g
- 18.95 litres
- 50 - 22.225 cm x 30.48 cm

TESTING METRIC ABILITIES

- | | |
|------|-------|
| 1. C | 9. D |
| 2. B | 10. B |
| 3. A | 11. B |
| 4. B | 12. A |
| 5. D | 13. C |
| 6. D | 14. D |
| 7. A | 15. D |
| 8. B | 16. C |



THE CENTER FOR VOCATIONAL EDUCATION

☆ U.S. GOVERNMENT PRINTING OFFICE: 1977 - 757-009/6241

**SUGGESTED METRIC TOOLS AND DEVICES
NEEDED TO COMPLETE MEASUREMENT TASKS
IN EXERCISES 1 THROUGH 5**

(* Optional)

LINEAR

Metre Sticks
Rules, 30 cm
Measuring Tapes, 150 cm
*Height Measure
*Metre Tape, 10 m
*Trundle Wheel
*Area Measuring Grid

MASS

Bathroom Scale
*Kilogram Scale
*Platform Spring Scale
5 kg Capacity
10 kg Capacity
Balance Scale with 8-piece
mass set
*Spring Scale, 6 kg Capacity

VOLUME/CAPACITY

*Nesting Measures, set of 5,
50 ml - 1 000 ml
Economy Beaker, set of 6,
50 ml - 1 000 ml
Metric Spoon, set of 5,
1 ml - 25 ml
Dry Measure, set of 3,
50, 125, 250 ml
Plastic Litre Box
Centimetre Cubes

TEMPERATURE

Celsius Thermometer

**SUGGESTED METRIC TOOLS AND DEVICES
NEEDED TO COMPLETE OCCUPATIONAL
MEASUREMENT TASKS**

In this occupation the tools needed to complete Exercises 6, 15, and 16 are indicated by "★."

- A. Assorted Metric Hardware—Hex nuts, washers, screws, cotter pins, etc.
- B. Drill Bits—Individual bits or sets, 1 mm to 13 mm range
- C. Vernier Caliper—Pocket slide type, 120 mm range
- ★ D. Micrometer—Outside micrometer caliper, 0 mm to 25 mm range
- E. Feeler Gage—13 blades, 0.05 mm to 1 mm range
- F. Metre Tape—50 or 100 m tape
- G. Thermometers—Special purpose types such as a clinical thermometer
- H. ¹Temperature Devices—Indicators used for ovens, freezing/cooling systems, etc.
- I. Tools—Metric open end or box wrench sets, socket sets, hex key sets
- J. Weather Devices—Rain gage, barometer, humidity, wind velocity indicators
- ★ K. ¹Pressure Gages—Tire pressure, air, oxygen, hydraulic, fuel, etc.
- L. ¹Velocity—Direct reading or vane type meter
- M. Road Map—State and city road maps
- ★ N. Containers—Buckets, plastic containers, etc., for mixing and storing liquids
- O. Containers—Boxes, buckets, cans, etc., for mixing and storing dry ingredients

Most of the above items may be obtained from local industrial, hardware, and school suppliers. Also, check with your school district's math and science departments and/or local industries for loan of their metric measurement devices.

¹ Measuring devices currently are not available. Substitute devices (i.e., thermometer) may be used to complete the measurement task.



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus Ohio 43210

REFERENCES

Going Metric with the U.S. Printing Industry. Clive A. Cameron, Graphic Arts Research Center, Rochester Institute of Technology, Rochester, NY 14623, 1972, 175 pages, \$8.70, paper.

Book on metric conversion for printing and graphics industry. Chapters on evolution of measurement; commentary on conversions in Britain and Japan; metric systems applications in paper and packaging, typesetting, and machinery and equipment; also has findings of survey on attitudes of graphic arts firms toward the metric standard. Has related tables and graphics.

Let's Measure Metric. A Teacher's Introduction to Metric Measurement. Division of Educational Redesign and Renewal, Ohio Department of Education, 65 S. Front Street, Columbus, OH 43215, 1975, 80 pages; \$1.50, must include check to state treasurer.

Activity-oriented introduction to the metric system designed for independent or group inservice education study. Introductory information about metric measurement; reproducible exercises apply metric concepts to common measurement situations; laboratory activities for individuals or groups. Templates for making metre tape, litre box, square centimetre grid.

Measuring with Meters, or, How to Weigh a Gold Brick with a Meter-Stick. Metrication Institute of America, P.O. Box 236, Northfield, IL 60093, 1974, 23 min., 16 mm, sound, color; \$310.00 purchase, \$31.00 rental.

Film presents units for length, area, volume and mass, relating each unit to many common objects. Screen overprints show correct use of metric symbols and ease of metric calculations. Relationships among metric measures of length, area, volume, and mass are illustrated in interesting and unforgettable ways.

Metric Education, An Annotated Bibliography for Vocational, Technical and Adult Education. Product Utilization, The Center for Vocational Education, The Ohio State University, Columbus, OH 43210, 1974, 149 pages; \$10.00.

Comprehensive bibliography of instructional materials, reference materials and resource list for secondary, post-secondary, teacher education, and adult basic education. Instructional materials indexed by 15 occupational clusters, types of materials, and educational level.

Metric Education, A Position Paper for Vocational, Technical and Adult Education. Product Utilization, The Center for Vocational Education, The Ohio State University, Columbus, OH 43210, 1975, 46 pages; \$3.00.

Paper for teachers, curriculum developers, and administrators in vocational, technical and adult education. Covers issues in metric education, the metric system, the impact of metrication on vocational and technical education, implications of metric instruction for adult basic education, and curriculum and instructional strategies.

Metrics in Career Education. Lindbeck, John R., Charles A. Bennett Company, Inc., 809 W. Detweiller Drive, Peoria, IL 61614, 1975, 103 pages, \$3.60, paper; \$2.70 quantity school purchase.

Presents metric units and notation in a well-illustrated manner. Individual chapters on metrics in drafting, metalworking, woodworking, power and energy, graphic arts, and home economics. Chapters followed by several learning activities for student use. Appendix includes conversion tables and charts.

METRIC SUPPLIERS

Brown & Sharpe Manufacturing Co., Precision Park, North Kingstown, RI 02852

Industrial quality micrometers, steel rules, screw pitch and thickness gages, squares, depth gages, calipers, dial indicators, conversion charts and guides.

Dick Blick Company, P.O. Box 1267, Galesburg, IL 61401

Instructional quality rules, tapes, metre sticks, cubes, height measures, trundle wheels, measuring cups and spoons, personal scales, gram/kilogram scales, feeler and depth gages, beakers, thermometers, kits and other aids.

Millimeter Industrial Supply Corp., 162 Central Avenue, Farmingdale, L. I., NY 11735

Industrial fasteners, taps, dies, reamers, drills, wrenches, rings, bushings, calipers, steel rules and tapes, feeler gages.

The L. S. Starrett Company, 121 Crescent Street, Athol, MA 01331

Machine tool precision measuring devices, micrometers, calipers, dial indicators, steel rules.

INFORMATION SOURCES

American-National Metric Council, 1625 Massachusetts Avenue, N.W., Washington, DC 20036

Charts, posters, reports and pamphlets, *Metric Reporter* newsletter. National metric coordinating council representing industry, government, education, professional and trade organizations.

Metric Committee, National Association of Photographic Manufacturers, 600 Mamaronck Avenue, Harrison, NY 10528

Trade association which is establishing product standards, recommended practices for the use of measurement units, and coordinating metric change-over in the industry.

National Bureau of Standards, Office of Information Activities, U.S. Department of Commerce, Washington, D C 20234

Free and inexpensive metric charts and publications, also lends films and displays.